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ABSTRACT

Declining enrollment in Ontario, a mild issue in the early 1970s, became a crisis by 1976, and was spelled out as such in 1978. Teacher surplus, not shortage, became a new reality. Inservice training thus acquired new importance in overall teacher development since it stands as one of the few options left to teachers trying to save their jobs. This report presents the theme of inservice training as it appears in 267 briefs. Most of the briefs submitted touch on the question of continuing teacher education and explore possible changes and refinements that would raise the quality of teaching and at the same time reduce teacher redundancy. Far from being viewed as a luxury, inservice training is defined as a long-term need of teachers seeking personal and professional development and building greater employment options. Recommendations representative of most of the briefs are aimed at the school boards, the Ministry of Education, and the teacher education institutions. The appendices identify the briefs, contain related tables and charts, and list the recommendations submitted by the Federation of Women Teachers' Associations of Ontario. (Author/MLF)

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INFORMATION BULLETIN NO. 16

TEACHER IN-SERVICE TRAINING: A LUXURY OR A TOOL FOR SURVIVAL?

The Problem of Continuing Teacher Education as it Appears in the Briefs Submitted to the Commission in Declining School Enrolments in Ontario, 1978

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AUGUST, 1978

COMMISSION ON DECLINING SCHOOL ENROLMENTS IN ONTARIO (CODE)

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INTRODUCTION

Contrary to popular notion, teaching is mankind's oldest profession. Since the times of sages dispensing their wisdom from the caves and on from Socrates and Christ, individuals follow the calling of teacher commanding, as a rule, a high profile in a society.

In line with the traditional view however, teaching does appear controversial as often as some of the professions with which it competes for social recognition. For, along with veneration, poison or crucifixion are occasionally forced upon the profession's practitioners reflecting society's reaction to the particular style or content of teaching. The profession, it seems, is not without its peculiar rewards and punishments.

Within the last two decades, the Ontario teacher had a taste of both. During the 1950s and 1960s, the combination of spectacular economic growth, high birth rates and steady influx of immigrants produced school population that dictated high teacher demand. Rewards to teachers came in the form of easy entry into teacher education institutions, short cuts into the profession through summer in-service training and significant remuneration and status. "The teacher," The Patten Committee declared, "is a participating, creative, responsible person" with a sense of "an ideal of self sacrifice."[1]

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[1]Ontario. Report of the Minister's Committee on the Training of Secondary School Teachers, Toronto, 1962, p. 17.

Feeling indispensable and basking in public attention, the Ontario teacher kept enhancing his image of undisputed competence and strength. In 1970, for example, the salary of a Group IV teacher in Ontario was $9,070 compared with the average floor salary for university lecturer of $8,884.[1] In the three years from 1973 to 1976, teaching salaries increased by about 49 percent. This brought the average salary of professional staff to $20,000, raised the principals' salary range from $32,00 to $37,000 and, as an additional example, provided some directors of education with a slary of $52,000 or $4,500 more than that of the Ontario Premier.[2]

The bargaining strength of the profession was built mainly on the tactics of "leapfrog" bargaining, walkouts and strikes. Bill 100, legislated June 3, 1976, stipulates a series of procedures to settle teacher/board disputes but allows the right to strike if all else fails. By combining the monopoloy to teach the young with the freedom to strike, the teaching profession became a formidable social force. In a tenor quite different from the one used by The Patten Committee, this was grudgingly acknowledged by one of its critics:

> "In their assault on the public purse, the secondary school teachers mounted a formidable campaign. Like rulers of the old, they skillfully applied the maxim of dividing the opposition--the various school authorities. They in effect used the modern hijackers' techniques of taking hostages by depriving their students of education.[3]

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[1] "Economics and Academics," Globe and Mail, Dec. 21, 1970.

[2] Rick Brema, "Teacher Pay Attached," Globe and Mail, Nov. 18, 1977.

[3] Editorial, Globe and Mail, June 3, 1978.

In retrospect, the cup of poison--the declining enrolments--appears to have been forced upon the Ontario teacher at his greatest moment of glory, in 1976. This is the year that will probably be recorded as the one marking the culmination of teacher bargaining power and the beginning of the end of that same power, at least for the remainder of this century.

Declining enrolment, an ignored information of the 1960s and a mild issue in the early 1970s, became a crisis by 1976 and was spelled out as such in 1978. Suddenly--or so it seems if one is to judge from the stunned reaction of the teaching profession[1]--redundancy of an ever-increasing number of teachers emerged as the most visible issue within the general issue of declining enrolment. Teacher surplus, not shortage, became a new reality.

Not surprisingly, the quality of teacher education came under close scrutiny of those concerning themselves with teacher redundancy, most often the teachers themselves. To stay employed, the teachers with poor professional preparation would have to face fierce competition by colleagues with greater competencies. Moreover, the pressures on job security would come from all sides of the shrinking educational system: closed schools, semi-filled classrooms, reduced facilities and continuous change of programs demanding perpetual upgrading of the old and acquisition of new teacher skills. The combined spectre of

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[1]Typical is the response by student teachers at the Faculty of Education in Toronto: "We entered this teaching profession only a few short months ago full of exciting ideas, enthusiasm for learning and eagerness to teach. today, we are suddenly faced with the realization that many of us may never have the opportunity to contribute our skills, and in some cases, life-long aspirations to the profession. This prospect is not only extremely disappointing personally, but bery frightening professionally." Brief #171, Faculty of Education, Student Teachers, p. 1.

inflation, unemployment and declining enrolment leaves little hope as far as the employability of teachers is concerned. In-service training thus acquired new importance in the concept of the overall teacher development since it stands as one of the few options left to a teacher trying to save his job.

What follows is the presentation of the theme of in-service training as it appears in the briefs[1] submitted to the Commission on Declining School Enrolments in Ontario between February and April, 1978.

BRIEFS: A REVIEW

Most of the 267 briefs submitted to the Commission touch on the question of continuing teacher education and explore possible changes and refinements that would raise the quality of teaching and at the same time reduce teacher redundancy. However, only about 10% of the briefs[2] single out the in-service training as a topic *per se* and of

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[1] A list of the briefs is given in Appendix A.

[2] Brief #6: Ontario Secondary School Teachers Federation; #7: Ontario Teacher Education College (Toronto); #25: Lakehead District RCSS Board (Thunder Bay); #34: B. J. Shapiro, University of Western Ontario (London, Ontario); #44: Brock College of Education (St. Catharines); #51: Federation of Women Teachers Associations of Ontario (Toronto); #78: Thunder Bay Lakehead Board of Education; #93: OSSTF, District #4; #106: York University, Faculty of Education; #132: Etobicoke Teachers Association; #133: Ontario Association for Continuing Education (Toronto); #137: Toronto Board of Education; #161: Hamilton Teachers Federation; #189: Halton Board of Education; #191: OSSTF District #18 (Peterborough); #203: Ontario Federation of Labour (Don Mills); #207: Council of Ontario Universities (Toronto); #226: Hamilton-Wentworth RCSS Board; #228: Nancy Belanger (Toronto); #230: OSSTF, District #15 (Toronto); #254: W. B. Dunphy and J. C. Ricker, University of Toronto, St. Michael's College; #261: Albert S. Ducacz (London, Ontario).

these less than one half devote to it more than a passing paragraph. Two briefs[1] give the subject a prominent place, if not the length, in their presentation. None deals with it exclusively and none offers a funding formula devised specifically for in-service training and applicable in the present Ontario context.

One should not make a hasty conclusion, however, that about 90% of the briefs remain oblivious to the question of in-service training. Nor should this be interpreted as indifference to the issue of continuing teacher education. Almost by definition, the references to training and retraining of teachers imply the notion of in-service education. Thus the small number of briefs referred to above consists of briefs where the reference to in-service training is fully spelled out. Some of the remaining briefs discuss the in-service training without using the term and some incorporate the topic of in-service training into the larger discussion on teacher education. In different words, the theme of in-service education is concentrated in twenty-three briefs (or, about 10% of the total) but flows loosely throughout the remainder under various labels, reflecting different concepts and leading to a variety of definitions.

IN-SERVICE TRAINING: DEFINITION

As a rule, the briefs use the term "in-service training" synonymously with the term "professional development" and

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[1]Brief #106 by York University, Faculty of Education (Downsview) and Brief #207 by the Council of Ontario Universities (Toronto).

interchangeably with "continuing education" and "adult education." This includes the notion of both training and retraining undertaken by a teacher to gain additional knowledge and upgrade professional skills.

While the term itself generates little or no disagreement, a reader of the briefs cannot fail to note a paradox surrounding the statement of objectives of in-service training usually incorporated into the definition. Thus the questions not posed by the brief writers but generated by their discussions are: Who is--or should be--the main beneficiary of teacher in-service training? Teachers or pupils? Despite an occasionally beautiful prose glorifying the need for higher educational standards for Ontario children[1] the gist of renewed interest in the subject appears to be teacher job security and sheer survival. Coupled with the quest for quality, the passionate promotion of teacher in-service education in times of declining enrolments may be an extremely lucky coincidence as far as the clients of the educational system are concerned.

Leaving aside the variety of possible responses to the questions just listed, it is possible to say that the term "in-service training," when used in briefs without the stated objectives, is the one describing the education of a teacher after his certification and during his employment.

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[1]Found, for example, in the briefs by the Federation of Women Teachers' Associations of Ontario (#51) and by the Ontario Public School Men Teachers' Federation (#110).

IN-SERVICE TRAINING: DESCRIPTION OF THE PROBLEM

In-service training in Ontario has a long tradition. Recognized as a legitimate need of the teachers since Ryerson days, it was finally insitutionalized in 1957 with the creation of the Professional Development Branch (mandated by the Ministry of Education to cooperate with the Elementary Branch in the provision of programs).

Yet the impression left by the briefs is that the in-service training is an idea whose time has only now come. For example, Brock College of Education[1] and the University of Western Ontario[2] place great importance on in-service education of teachers while a vocal organization such as the Ontario Public School Men Teachers Federation[3] tends to emphasize the importance of time spent in training that leads to certification. One of its recommendations to the Commission is the cessation of one-year teacher education in 1978 and its replacement by multi-year programs.[4] The Federation visualizes this as a year of training devoted to general education and followed by longer terms in practicum and in specialized training. About three years of practical experience are seen as the period desirable before specialization. Presumably, a prolonged and better education than presently available would facilitate deployment of teachers in the situation of declining enrolments.

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[1] St. Catharines (Brief #44).

[2] London, Ontario (Brief #34).

[3] Toronto (Brief #110).

[4] Ibid., p. 25.

The need for in-service education is acknowledged here under the general umbrella of the need for retraining. To continue to certify teachers in an area of specialization at the end of the training program is seen as a serious policy error. Instead, it is considered that the teachers should have the access to a recall or updating system for specialized areas after some maximum of teacher experience. Recurrent retraining would thus generate better teacher deployment or, said differently, it would increase an individual's chances of employment and contribute to his job security.

Of special interest here--as well as in other briefs[1]--are references to clusters of teachers who had only six weeks of training during the period of expansion. The notion of the need for training in newer techniques and methodologies in education seems particularly applicable to this group. Along with the substantial number of briefs expressing professional concern,[2] the OPSMTF sees this portion of the teaching force as one of the greatest beneficiaries of in-service training and retraining.

Dunphy and Richter go a step further and use this group as a symbol of current crisis in education in Ontario "reflected by an erosion in the quality of instruction and learning."[3] Referring

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[1]e.g., Ontario Public School Men Teachers' Federation (#110); Council of Ontario Universities (#207); Ontario Association for Continuing Education (#133); Ontario Federation of Labour (#003).

[2]e.g., The Ontario Teacher Education College (#107); Brock College of Education (#44); University of Western Ontario (#34).

[3]See W. B. Dunphy and J. C. Ricker, University of Toronto, St. Michael's College, Toronto (#254).

to the "contemporary malaise" in education "as real as it is different in nature from any previous affliction," the authors see the crisis as an inevitable consequence of the need for the mass production of teachers due to the post-war baby boom:

> Nowhere were these negative effects more dramatically and disastrously apparent than in teacher training institutions where the clamour for bodies to man the new classrooms led to the institution of short summer emergency training programs. For a ten-year period professional standards virtually disappeared as thousands of prospective teachers were superficially exposed to the art of the most demanding of professions. Disaster is the appropriate word for what followed. It was only natural that many of these graduates would emerge with a professional contempt for professional education, a conviction that there was really nothing to learn about teaching and that a licence to teach freed them from any need for additional academic or professional growth and development. Many secondary teachers now in schools and frequently in positions of authority and influence, are products of completely unsatisfactory emergency summer training programs. Many present elementary teachers were taught by them.[1]

The above describes the situation acknowledged, in principle, by the majority of brief writers but not seen necessarily in such a bleak light. The general course of thought found in the briefs is one of reluctant acceptance of the truism that the development of teacher education in Ontario has been influenced mainly by the forces of supply and demand and that the drastic fluctuations in enrolment caused either by a baby boom or its absence demand drastic readjustment of the educational system. Therefore, both the teacher shortage or teacher surplus are seen as situations demanding special strategies for teacher training and retraining. While teacher shortage required

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[1]Brief #254, p. 2.

the postponement of the upgrading of qualifications of those joining the profession, the teacher surplus forces the system to examine the quality of teacher education. This means quite a visible practice within the system of intolerance toward low professional standards and, as the briefs themselves indicate, a glaring animosity among the various teacher groups[1] and among the teacher education institutions.[2]

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[1]One of the briefs submitted to the Commission by private individuals deals with the problem of redundancy under the label of "quality of education.": "...Because of declining enrolment, I might never get a job teaching. Not only will this be disastrous for myself and others wishing to enter the profession, but surely it is the children themselves who will suffer most. In ten years children will be taught by teachers over forty years old. Most of these teachers will probably still not have their degrees. All of them will have gone to Teachers' College when a university education wasn't necessary. The students of the eighties will be educated by the former students of the forties and fifties. Will any of these teachers be affected by innovations of the sixties and seventies? Will any of them, in fact, care about the children, when they have their own job security to worry about?...I don't think seniority should be criterion for teacher selection...If the person is not teaching, in the sense of doing his or her job properly, then that person should not be teaching. Therefore, I suggest that all incompetent teachers be fired. I don't mean grossly incompetent as it has been interpreted in the past; I mean incompetent in the ordinary sense of the word...All those teachers who do not have their degrees yet should be given compulsory leave of absence until their degree is completed..." Nancy Belanger (Toronto, Brief #228), p. 1-2.

[2]For example, the brief by the Faculty of Education, York University, hints at shortcomings in teacher education found at teacher colleges. At the same time, The Ontario Teacher Education College (Toronto) has the following statement concerning the faculties of education: "The past record of the university indicates that they are unresponsive to the demands of the market place. While the Ontario Ministry of Education reacted in a responsible manner to a decreasing demand for new elementary school teacher graduates with a 63% reduction in enrolments, the universities have shown no such restraint. This raises the question as to whether the universities are really appropriate institutions for job training such as teacher education which should have a responsive relationship with the market place. However, as long as teacher education programs are such good money makers for the universities, it is evident that universities will continue at great public expense to oversupply the market for new secondaary school teachers unless economic sanctions are applied to control them." (Brief #7), p. 6.

The brief of the Faculty of Education, York University,[1] looks at the in-service training as the most important option as far as teacher survival in the profession is concerned. Agreeing with the main recommendations made by the Council of Ontario Universities,[2] and working toward the solution of the problem of the overcapacity at the pre-service level of teacher education, the faculty revised its curriculum to reflect the shift in emphasis from pre-service to the in-service period.[3]

"Recognizing the complexity of the change process and the fact that in-service training efforts badly need reform," the faculty in cooperation with the schools, developed an approach to training of teachers whereby in-service training, pre-service training, and modification of the school programmes all come together "as one organic activity." "Change for the sake of change obviously is of little value: however, change which holds the promise of reshaping people's thinking and of restructuring existing modes of operation is rare and to be prized.[4]

The teaching profession, not unlike other professions, assumes that a professional growth of an individual is a lifelong activity

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[1]Downsview, Brief #106.

[2]In Realignment of Priorities for Teacher Education: A Status Report on the Ontario Faculties of Education, Toronto, 1977.

[3]Mapped program is presented in Appendix B of this paper.

[4]Ibid., p. 14.

essential for both quality performance and personal fulfillment. The term "organic activity" of the programs implies a logical and orderly link between three main stages of teacher's career: the pre-service stage, encompassing acquaintance with theory and the gathering of specific knowledge; the working stage, allowing the application of theory into practice; and finally, the third stage, a synthesis of the learning experience in the first two stages prompting deliberate steps for further personal growth. It is this stage that is called interchangeably lifelong education, adult education, professional education, professional and personal growth and in-service training.

The Faculty of Education at York University singled out the areas requiring remedial measures during the third stage of teacher career and labelled them as "chronic problems" of most continuing education programmes:[1]

(a) the isolation of the teacher education faculty from the academic community;

(b) the lack of healthy relationships between teacher education programmes and the schools;

(c) the high level of anxiety frequently experienced by student teachers in ther practicums;

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[1]See Brief #106, p. 2.

(d) the powerful shaping effect of the preconceptions and role expectations which student teachers normally bring with them to their training;

(e) the enormous gaps between theory and practice (i.e., between pure theory and derived applications; between theory taught at the teacher training institutions and the practice of the schools; between theory taught at the teacher training institutions and the practice of the institution itself.

One of the most drastic demands imposed on teachers by the situation of declining enrolments is the demand to respond to change quickly and knowledgeably. Almost unanimously, the briefs stress that the adaptation of a certified teacher to current and future changes within the system is the only avenue leading to higher standards within the system.[1] In real life, this means capability to shift specialization, change panels, reconcile oneself to greater--or smaller--workloads, in fact, comply with any "unusual" demand dictated by crisis. Based on the assumption that a professional must be able to define his learning needs in accordance with perceived change, and to independently continue his education after formal training, the following is the criteria of personal growth used by York University's in-service programmes:[2]

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[1] e.g., Association canadienne-francaise de l'Ontario (Brief #246); CUPE, Ontario Division (Brief #134); Ontario Recreation Society (Brief #257).

[2] Brief #106, p. 9.

(1) the ability to identify the instructional needs of individuals and groups of pupils within a class setting;

(2) the ability to design and to implement ways to meet these instructional needs within a class setting;

(3) the ability to evaluate the effectiveness of instruction;

(4) the ability to teach basic reading and other communication skills;

(5) the ability to demonstrate knowledge and skills in a specialized area of teaching;

(6) the ability to foster a positive self-concept in pupils;

(7) the ability to plan and carry out instructional decisions cooperatively, both with colleagues and pupils;

(8) the ability in teaching to take advantage of the human material and physical resources of the community;

(9) the ability to relate curriculum content to the life and times of particular pupils;

(10) the ability to relate subject matter of one particular area of the curriculum to other areas of the curriculum.

In the past, the tendency existed to keep in-service education closely related to the basic training already received. The current

crisis in the school system demands the undertaking of learning programs that are not necessarily a direct continuation of pre-service education or the refinement of one's specialization. In fact, the in-service training of the 1980s will most likely represent a significant departure from one's basic training. Thus the teacher's attitude toward an emergency situation and his ability to act upon it will determine to a great degree the quality of his performance and his mobility within the system.

As indicated by the briefs which served as a basis for present discussion, the notion of in-service training appears not only as the upgrading of teacher qualifications but, perhaps more importantly, as a process bringing out capabilities of adaptation to change. The brief by the Council of Ontario Universities, for example, does not view the situation of declining enrolment as a temporary crisis--a tendency displayed in about one third of the briefs--but as a social change ushering a totally new era in education. As stressed by the Council, it requires a novel approach in all areas of the educational system and dictates the shift of emphasis from pre-service to in-service education.

Thus, the in-service training may still be defined as a learning activity undertaken by a certified teacher during his employment, conducted part-time or full-time, while working or while on paid or unpaid leave of absence. But the description of the term--or problem--is not complete without the inclusion of the main objective of teacher education: the development and nurturing of teacher ability

to respond to change in a manner that would raise the quality of education. That this masks a somewhat less lofty objective of building options for survival within the teaching profession is a paradox of our times.

TEACHER REDUNDANCY

In December 1977, the Minister of Education referred to a forecast of a loss of 3,700 teaching positions in elementary and 5,500 in a secondary panel by 1985.[1] The implication is clear: some of the teachers already in the profession will have to leave and some of those completing formal teacher education will not be able to enter.

With the reduced number of posts, the boards will be forced to arbitrarily transfer teachers, terminate their employment and use probationary appointments. Attrition being no longer a factor bringing painlessly the "new blood" into the profession, little or no hiring will be done in the future while the rate of firing will probably increase.

The forces that operate as the enrolment declines have been summarized by the Toronto Board of Education as follows:[2]

(a) A reduction in the number of positions that forces boards to transfer teachers and other personnel somewhat arbitrarily, to lay off individuals by termination of

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[1] "Minister Notes Broad Human Implications, Far Reaching Effects of Enrolment Fall." Dimensions, Vol. II, No. 4 (Dec., 1977).

[2] Brief #137, p. 16.

probationary appointments, to review policies on leave of absence, and to live with no guarantee of employment past one year.

(b) A reduction in the number of posts of responsibility that requires policies for dealing with "redundant" or "surplus" posts at the levels of department heads, vice-principals and principals.

(c) A relatively static teaching staff that is not renewed by the employment of significant numbers of younger teachers.

(d) A sharply reduced prospect for professional advancement and recognition for the teaching and non-teaching staff.

(e) An uneasiness among several non-teaching departments about their continued existence at current levels of strength.

Teacher redundancy, a problem highlighted in the late 1970s, began in effect a decade or so ago. In Ontario, the enrolment in elementary panel declined at a rate of 4% a year since 1972 and is expected to continue until early 1980s, the predicted period of stabilization. For example, during this period the Etobicoke Board of Education experienced a 25% and North York a 20% enrolment decrease in elementary schools.

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[1]This entire section is based on the briefs by the Ontario Teacher Education College (#7); Toronto Board of Education (#137); and the Council of Ontario Universities (#207).

The decline in enrolment of secondary schools is not far behind. For example, the increase in secondary school enrolment experienced by Toronto since 1972 will cease in the fall of 1978 and begin to decline at an annual rate of about 4% until 1981. The briefs indicate that the effect of declining enrolment on the secondary school system is much more complex than that experienced by the elementary schools due to the variety of types of schools, the types of programs and the types of teacher specialization.

Reacting to the redundancy problem of the elementary school teachers, the Ontario Ministry of Education apparently pursues the policy of closing small teacher education colleges and transferring some others to universities.

The creation of the Ontario Teacher Education College, a merger of the Toronto and Hamilton Teachers' Colleges under the Ministry's jurisdiction, is an attempt to provide a flexible structure of the elementary teacher education capable of responding to changing demands of the system.

During the shortage of elementary school teachers in 1974, the enrolment of the Ontario Teacher Education College expanded from 767 in 1974-75 to 1543 in 1975-76. At the time when universities' teacher enrolment expanded less than 25% this represented an increase of more than 100%.

In 1977, a period of the surplus of elementary teachers, the Ontario Teacher Education College decreased its enrolment from 1254 to 818, or 35%. During the same period the university teacher education programs declined about 2%.

The Ontario Teacher Education College perceives the need for new teachers in these terms:

> If new elementary school teacher graduates were to make up 60% of each year's acquisition flow, approximately 3,000 new elementary school teacher graduates would be needed every year. To produce such a supply of sufficiently high quality, an enrolment of approximately 3,500 would be required. Certainly there is no need to reduce further the enrolments in the elementary school teacher education institutions in the immediate future.[1]

As the briefs by the Ontario Teacher Education College and York University reveal[2] both types of teacher education institutions are making an undisguised attempt to justify the level of their enrolments and thus promote their own viability. At best, both grossly overestimate the need for elementary and secondary teachers in the next decade.

However, the mismatch between the number of graduates from teacher training institutions and the posts available for beginning teachers, suggests a serious problem of oversupply of teachers at the elementary level and an urgent problem of surplus at the secondary level.

Table 1 shows that twice as many graduates were produced in 1977 as required by Ontario schools. As the Council explains, the imbalance is relatively greater in the case of secondary training, where the supply is three times the demand. It is pointed out, however,

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[1] Brief #7, p. 5.

[2] See footnote #2 on p. 10 of this paper.

that a substantial portion of the students registered in secondary programmes have pursued an elementary teaching option which will facilitate their mobility between the two sectors.

TABLE 1

TEACHER DEMAND AND SUPPLY, 1977

	Elementary	Secondary	Total
Supply[a]	2,948	3,341	6,289
Demand[b]	2,048	1,052	3,100
Difference	900	2,289	3,189

[a]Graduates from teacher education programmes, 1976-77.

[b]Graduates of the same year to meet the need for beginning teachers in the school year 1977-78.

The most recent Ministry of Education projections, covering the period to 1986, show that the demand for secondary teachers is expected to fall to near zero by 1981 or 1982 and then to increase modestly, with the elementary demand remaining near-constant for several years and then increasing somewhat. The aggregate demand for graduates does not vary greatly from the 1977 level over the coming decade.

The information contained in Table 1 and Table 2 reveals the gap between the number of teachers who were trained in 1976-77 and the capacity of the employment market to absorb them. Table 2 shows that

the market is expected to contract even further over the next five years. The dilema faced by the Council of Ontario Universities was to determine what the most realistic response by teacher training institutions to the situation of declining enrolments would be.

TABLE 2

TEACHER DEMAND, 1977 TO 1986: GRADUATES NEEDED FROM TEACHER EDUCATION INSTITUTIONS

Year	Elementary	Secondary	Total
1977	2,048	1,052	3,100
1978	1,953	971	2,924
1979	2,082	622	2,704
1980	2,309	272	2,581
1981	2,445	100	2,545
1982	2,526	89	2,615
1983	2,534	277	2,811
1984	2,537	559	3,096
1985	2,649	583	3,232
1986	2,785	457	3,242

The Council concluded that there is a pressing need to increase the commitment to in-service teacher education. At the same time, recognizing the current financial situation of the province and of the universities, and the current market realities for new teachers,

the Council proposed an internal reallocation of existing resources, with a reduction in the resources allocated to pre-service training and a shift of these to meet the emerging needs for in-service professional training.

CONCLUSION AND RECOMMENDATION

The theme of in-service training running through the briefs surfaces fully in some while staying hidden in others, suppressed by a variety of topics relevant to declining enrolment. Fragmented as it is, the theme nevertheless succeeds in generating an almost unanimous message of urgency of reform in teacher education. Far from being viewed as a luxury, the in-service training is defined as a long-term need of teachers seeking personal and professional development and building greater employment options. The emphasis on continuing teacher education appears as the most effective response to change brought about by declining enrolments. The recommendations pertaining to these objectives are varied and many, as can be seen from the list offered in Appendix D. However, the condensed version presented below is the one considered to be representative of most of the briefs dealing with the subject of continuing teacher education. The recommendations are aimed at (I) the boards, (II) the Ministry of Education, and (III) the teacher education institutions.

I. Boards must be encouraged to:

1. Provide for retraining of teachers to offset shortages in some areas with surpluses from others.

2. Provide for transfer and/or exchange programs with other boards in the province.

3. Make sabbatical leaves and ordinary leaves of absence available for terms of varying length from one semester for a sabbatical for instance, to two years if requested for a leave of absence.

4. Make additional sabbatical leaves available and reduce the restrictions on the use of these leaves.

5. Allow teachers near retirement age to teach part-time on condition that salary be paid on a pro rate basis and that the employee retain full fringe benefit privileges.

6. Employ (with Ministry assistance) surplus teachers specifically to interpret implement and evaluate new Ministry guidelines that have just come into effect or are planned for the immediate future in the areas of English, Mathematics, Science, Geography, History, Family Studies and Music.

7. Employ (with Ministry assistance) surpluse teachers to design and implement new courses which could directly relate to teacher development.

II. The Ministry must be encouraged to:

1. Make funds available so that class sizes may be reduced and more individual attention provided.

2. Provide extra funds in areas where the decline is severe to maintain programs and promote stability.

3. Make special grants available to boards to be used for curriculum work and for research programs related to specific educational goals.

4. Establish provincial teacher transfer programs so that teachers who are surplus to one Board may find employment with another.

5. Promote education in Ontario as an exportable commodity. For instance, invite countries with ample funds but limited physical and human resources (i.e., O.P.E.C. countries) to send their children to Ontario for their secondary education.

III. Recommendations by the Council of Ontario Universities aimed at teacher education institutions stipulate that:[1]

1. Faculties of education, and subsequently, the universities of which they form a part give consideration to the establishment of diploma programmes in education, such programmes to be at an undergraduate level and designed for the in-service training of teachers, and that substantial courses offered for the in-service training of teachers be offered for credit towards a diploma in education.

2. Short courses and seminars offered to teachers for their academic upgrading and professional development be designed to be financially self-supporting.

3. The funds presently paid to faculties of education by the Ministry of Education for courses which are offered under contractual arrangements be transferred to the budget for the global funding of universities within the Ministry of Colleges and Universities.

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[1]Council of Ontario Universities,"An Approach to the Funding of Continuing Education for Teachers," Toronto, June 1978.

APPENDIX A

ONTARIO Code #	Brief No.	From	Date Submitted
00011	1	Mr. D. Raymer 367 Prince Edward Drive Toronto, Ontario	Sept. 15, 1977
00004	2	Mr. A. C. Macfarlane, Principal Elginburg & District Public School Elginburg, Ontario K0H 1M0	Dec. 6, 1977
00005	3	Mrs. Jean Fauteur 11610 Intersection Road Tecumseh, Ontario N8N 2M1	Dec. 15, 1977
00006	4	Mr. James Miller 1056 Belaire Drive Sarnia, Ontario N7S 3H5	Jan. 6, 1978
00007	5	Mr. Donald G. Simmons R.R. #3 Flesherton, Ontario	Jan. 11, 1978
00009	6	Ontario Secondary School Teachers' Federation 60 Mobile Drive Toronto, Ontario M4A 2P3	Jan. 12, 1978
00008	7	The Ontario Teacher Education College OTEC (Toronto) - Faculty Association 951 Carlaw Avenue Toronto, Ontario M4K 3M2	Jan. 11, 1978
00010	8	The Boy Scouts of Canada - Provincial Council for Ontario 9 Jackes Avenue Toronto, Ontario M4T 1E2	Jan. 16, 1978
00012	9	Mrs. Joan Lunn R.R. #1 Corbeil, Ontario	Jan. 20, 1978
00235	10	Mr. John T. Borovilos & Mr. Larry J. Mosnyk c/o Riverdale Collegiate Institute 1094 Gerrard Street East Toronto, Ontario M4M 2A1	Jan. 23, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00128	11	Mr. John W. Williams P.O. Box 361 Chatham, Ontario	Jan. 24, 1978
00063	12	Ottawa Crippled Children's Parent Association Mr. Richard D. Drolet Vice President 15 Keetwatin Crescent Ottawa, Ontario K2E 5S2	Jan. 31, 1978
00175	13	Mr. J. Herman, Principal Welland Eastdale Secondary School Welland, Ontario L3B 1B3	Jan. 27, 1978
00236	14	Ontario Municipal Recreation Association 8 York Street Toronto, Ontario M5J 1R2	Feb. 1, 1978
00091	15	UCANO - West Mr. Franz Kimmerle Secretary-Treasurer Kashabowie District School Area Board Hurkett, Ontario POT 1KO	Feb. 3, 1978
00176	16	Ms. Barbara Kerkhoven 252 Arthur Street North Guelph, Ontario N1H 4V8	Feb. 6, 1978
00177	17	Mr. Harold G. Knight 105 Forsythe Avenue Brantford, Ontario N3R 3L9	Feb. 7, 1978
00092	18	Mr. Morris Saldov Social Worker 734 West 17th Avenue Vancouver, B.C. V5Z 1T9	Feb. 6, 1978
00129	19	University of Western Ontario Faculty of Education (Students' Council Executive) London, Ontario N6G 1G7	Feb. 10, 1978
00064	20	Mrs. J. M. Farnsworth 55 Uxbridge Crescent Hazeldean, Ontario	Feb. 13, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00130	21	Mr. G. MacDonald 1163 St. Anthony Road London, Ontario N6H 2R2	Feb. 13, 1978
00016	22	Timiskaming Board of Education - Task Force on Declining Enrolment 213 Whitewood Avenue New Liskeard, Ontario P0J 1P0	Feb. 14, 1978
00023	23	Mr. James Darrach Site 12, R.R. #1 Hanmer, Ontario	Feb. 15, 1978
00015	24	Sault Ste. Marie Board of Education 644 Albert Street East Sault Ste. Marie, Ontario P6A 2K7	Feb. 15, 1978
00024	25	Lakehead District R.C.S.S. Board 212 Miles Street Thunder Bay, Ontario P7C 4Y5	Feb. 15, 1978
00178	26	Mrs. Elizabeth G. Gray 32 Arthur Street North Guelph, Ontario N1E 4T8	Feb. 15, 1978
00237	27	Mr. T. E. Thompson 31 Wyvern Road Willowdale, Ontario M2K 2K3	Feb. 15, 1978
00131	28	Ms. Marian Murray R.R. #1 Milbourne, Ontario	Feb. 16, 1978
00179	29	St. George's School Parents' Association 21 King Street Guelph, Ontario	Feb. 20, 1978
00022	30	The Board of Trade of Metropolitan Toronto P.O. Box 60 3 First Canadian Place Toronto, Ontario M5X 1C1	Feb. 20, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00204	31	Etobicoke Home & School Council 179 Princess Anne Crescent Islington, Ontario M9A 2R8	Feb. 20, 1978
00238	32	Mr. Christopher Wilson, Manager Employee Services and Education Toronto General Hospital Toronto, Ontario M5G 1L7	Feb. 20, 1978
00180	33	Queens South Home & School Association 112 Hillside Avenue Paris, Ontario N3L 3L5	Feb. 21, 1978
00132	34	University of Western Ontario Faculty of Education Dean B. J. Shapiro Althouse College London, Ontario N6G 1G7	Feb. 21, 1978
00181	35	Mr. J. C. Blasman 45 Parkwood Drive Cambridge, Ontario N1S 3K9	Feb. 22, 1978
00025	36	Manitoulin Board of Education P.O. Box 489 Little Current, Ontario P0P 1K0	Feb. 22, 1978
00239	37	Urban Development Institute (Ontario) 15 Gervais Drive Suite 601 Don Mills, Ontario M3C 1Y8	Feb. 22, 1978
00133	38	City of London Board of Education Box 5873 Terminal A London, Ontario N6A 4T5	Feb. 23, 1978
00026	39	Lakehead Board of Education 2135 Sills Street Thunder Bay, Ontario P7E 5T2	Feb. 23, 1978
00065	40	Mutchmor Home & School Association 210 Fourth Avenue Ottawa, Ontario	Feb. 23, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00240	41	Ms. Margaret Tyrrell 36 Wells Street Toronto, Ontario M5R 1P2	Feb. 23, 1978
00205	42	Scarborough Board of Education Mr. J. J. Watt Assistant Director of Education 140 Borough Drive Scarborough, Ontario M1P 4N6	Feb. 23, 1978
00048	43	Chapleau Board of Education and O.S.S.T.F., Chapleau Division Box 880 Chapleau, Ontario P0M 1K0	Feb. 23, 1978
00093	44	Brock University - College of Education Mr. Allan C. Bennet, Chairman Graduate Department St. Catharines, Ontario L2S 3A1	Feb. 23, 1978
00027	45	Federation of Catholic Parent Teachers Association of Ontario 1170 Ramsey View Court, #905 Sudbury, Ontario P3E 2E4	Feb. 24, 1978
00050	46	Ontario Principals' Association c/o M.A. Wittick School Box 490 Burk's Falls, Ontario P0A 1C0	Feb. 27, 1978
00043	47	Northern Ontario Public School Principals' Association (NOPSPA) c/o Princess Anne Public School 500 Douglas Street West Sudbury, Ontario P3C 1H7	Feb. 27, 1978
00046	48	O.S.S.T.F., District #31 - Sudbury Mr. Joseph Meuleman, President 60 Cedar Street Sudbury, Ontario P3E 1A5	Mar. 1, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00089	49	Association des enseignants franco-ontariens (Provincial) Mr. Pierre Lalonde, President 1427 chemin Ogilvie Suite 202 Ottawa, Ontario K1J 7P3	Feb. 28, 1978
00055	50	L'association des Parents et Instituteurs de River Valley Mrs. Denis Giroux, President River Valley, Ontario P0H 2C0	Feb. 28, 1978
00211	51	Federation of Women Teachers' Association 1260 Bay Street 3rd Floor Toronto, Ontario M5R 2B8	Mar. 1, 1978
00047	52	Sudbury Board of Education Mr. G. W. Thompson Civic Square, West Tower 200 Brady Street Sudbury, Ontario P3E 5K3	Feb. 28, 1978
00028	53	O.P.S.M.T.F. & F.W.T.A.O. - Sault Ste. Marie and Algoma District Mr. Brian V. Jackson, President (O.P.S.M.T.F.) Ms. Steph Hattie, President (F.W.T.A.O.) S. F. Howe Public School 440 Northland Road Sault Ste. Marie, Ontario P6C 3N6	Feb. 28, 1978
00049	54	O.S.S.T.F., District #33 - Nipissing Mr. Frank Page, President c/o West Ferris Secondary School 60 Marshall Park Drive North Bay, Ontario P1A 2P2	Feb. 27, 1978
00029	55	Timmins Board of Education Mr. Peter W. Ferren Director of Education P.O. Box 1020 Timmins, Ontario P4N 7H7	Feb. 28, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00060	56	Kirkland Lake Board of Education Mr. J. Yakubowski, Director Box 610 Kirkland Lake, Ontario P2N 3J9	Feb. 27, 1978
00061	57	Cochrane-Iroquois Falls Board of Education Mr. D.D. Powell, Director 457 Zealand Avenue Ansonville, Ontario POK 1GO	Feb. 27, 1978
00040	58	Université Lavrentienne L'ecole des sciences de l'education Mr. L. Gabriel Bordeleau, Director Sudbury, Ontario P3E 2C6	Mar. 2, 1978
00062	59	O.P.S.M.T.F., and F.W.T.A.O., Kirkland Lake District Mr. James K. Littlefair c/o Kirkland Lake Board of Education Box 601 Kirkland Lake, Ontario P2N 3J9	Mar. 2, 1978
00251	60	O.S.S.T.F., Sault Ste. Marie Division P.O. Box 305 Sault Ste. Marie, Ontario P6C 5L6	Mar. 2, 1978
00045	61	O.P.S.M.T.F., Sudbury District Mr. R. E. Gibson 40 Barry Street Sudbury, Ontario P3B 3H7	Mar. 3, 1978
00058	62	Ottawa Council of Home & School Association 19 Braemar Street Ottawa, Ontario	Mar. 3, 1978
00182	63	Pine Grove Home & School Association Mrs. Jacqueline Cutmore, Chairlady 336 Winston Road Oakville, Ontario L6L 4W5	Mar. 3, 1978
00134	64	Perth County Elementary Teachers' Association Ad Hoc Committee c/o Perth County Board of Education 426 Britannia Street Stratford, Ontario N5A 6A3	Mar. 3, 1978

ONTARIO Code #	Brief No.	From	Date Submitted
00031	65	Ottawa Elementary Vice Principals' Association c/o Overbrook Public School 149 King George Street Ottawa, Ontario K1K 1V2	Mar. 3, 1978
00059	66	Carleton Board of Education 133 Greenbank Road Ottawa, Ontario K2H 6L3	Mar. 3, 1978
00032	67	Ms. Annette Turner 31 Dunlop Street Kingston, Ontario	Mar. 3, 1978
00033	68	O.P.S.M.T.F., District #14 - Leeds & Grenville Mr. J. D. Cotie c/o Westminster Public School Central Avenue Brockville, Ontario K6V 4W4	Mar. 3, 1978
00079	69	The Council on Aging (Social Planning Council of Ottawa-Carleton) 85 rue Plymouth Street Ottawa, Ontario K1S 3E2	Feb. 27, 1978
00080	70	O.P.S.M.T.F. and F.W.T.A.O. - Carleton District Bayshore Public School 145 Woodridge Crescent Ottawa, Ontario K2B 7T2	Feb. 28, 1978
00081	71	Stormont, Dundas & Glengarry County Board of Education 305 Baldwin Avenue Cornwall, Ontario K6H 5S6	Mar. 3, 1978
00094	72	Ms. Maureen Hunter Field Librarian Rideau Teacher Centre 9 Dundas Street Kingston, Ontario K7L 1N2	Feb. 28, 1978
00095	73	Balsam Grove Home & School Association Ms. Marylil Megginson, President 65 Grosvenor Court Kingston, Ontario	Feb. 27, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00082	74	Ontario Parents' Council for the Deaf and Hard of Hearing Mr. Garnet Gow 2411 Iris Street Ottawa, Ontario K2C 1C7	Feb. 28, 1978
00083	75	Ontario English Catholic Teachers' Association, District #1 - Ottawa Mr. Allan G. Young, President c/o St. Raymond's School 1303 Fellows Road Ottawa, Ontario K2C 2V8	Feb. 28, 1978
00096	76	Frontenac Lennox and Addington County R.C.S.S. Board Box 1058 84 Stephen Street Kingston, Ontario K7K 2C4	Mar. 7, 1978
00084	77	Ms. Marjorie C. Robertson 377 Third Avenue Ottawa, Ontario K1S 2K4	Mar. 7, 1978
00034	78	O.S.S.T.F., Thunder Bay Division c/o Lakehead Board of Education 2135 Sills Street Thunder Bay, Ontario P7E 5T2	Feb. 28, 1978
00035	79	City of Thunder Bay Parks & Recreation Department 141 South May Street City Hall Annex Thunder Bay, Ontario	Mar. 1, 1978
00041	80	Lakehead Secondary School Principals & Vice Principals Council Education Centre Regional Office 2135 Sills Street Thunder Bay, Ontario P7E 5T2	Mar. 7, 1978
00036	81	Kenora District R.C.S.S. Board 200 First Street North Kenora, Ontario P9N 2K4	Mar. 7, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00037	82	Dryden Board of Education Box 3006 79 Casimir Avenue Dryden, Ontario P8N 2Z6	Mar. 3, 1978
00042	83	Oxdrift Home & School Group and Oxdrift Recreation Committee Box 34 Oxdrift, Ontario	Mar. 3, 1978
00038	84	Eagle River Home and School Association Ms. Neta Henderson and Ms. Wendy Lindmeyer Eagle River, Ontario	Mar. 3, 1978
00085	85	O.S.S.T.F., District #21 - Seaway Valley 1500 Cumberland Street Cornwall, Ontario	Mar. 10, 1978
00097	86	Hastings County Board of Education Core Committee 156 Ann Street Belleville, Ontario K8N 3L3	Mar. 10, 1978
00135	87	Canadian Institute of Planners - Southwestern Ontario Chapter 700 North Christina Street Box 3021 Sarnia, Ontario N7T 7N5	Mar. 12, 1978
00136	88	Central London Schools Association c/o 26 Prospect Avenue London, Ontario N6B 3A5	Mar. 12, 1978
00120	89	Women Teachers' Association of Middlesex County 118 Marion Street Dorchester, Ontario NOL 1GO	Mar. 12, 1978
00121	90	O.S.S.T.F., District #2 - Kent County Mr. A. E. Edmonds c/o Kent County Board of Education Box 1000 93 William Street North Chatham, Ontario N7M 5L7	Mar. 12, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00122	91	Mrs. I. J. Borowski R.R. #6 St. Thomas, Ontario N5P 3T1	Mar. 12, 1978
00123	92	Kings College (Academic Council) 266 Epworth Avenue London, Ontario N6A 2M3	Mar. 12, 1978
00124	93	O.S.S.T.F., District #4 - London 495 Dundas Street London, Ontario N6B 1W4	Mar. 12, 1978
00183	94	Mr. John M. Bailey 56 Burns Street New Hamburg, Ontario N0B 2G0	Mar. 12, 1978
00184	95	Wellington County Women Teachers' Association Box 190 Erin, Ontario N0B 1T0	Mar. 12, 1978
00185	96	Wentworth County Elementary Teachers' Federation c/o Spencer Valley Senior School 150 Brock Road Greensville, Ontario L9H 6A7	Mar. 12, 1978
00186	97	Grey County Teachers' Association c/o Grey County Board of Education Box 100 Markdale, Ontario N0C 1H0	Mar. 12, 1978
00187	98	O.S.S.T.F., District #8 - Hamilton 143 James Street South Suite 410 Hamilton, Ontario L8P 2Z5	Mar. 12, 1978
00188	99	Central Public School Home and School Association 160 Bay Street South Hamilton, Ontario	Mar. 12, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00189	100	St. Joseph School Parent Association 898 Jos. Janisse Windsor, Ontario N8Y 3A8	Mar. 2, 1978
00190	101	Ontario Association of Library Technicians Halton/Peel Regional Branch 35 Highland Avenue Oakville, Ontario	Mar. 2, 1978
00125	102	Windsor RCSS Board 1485 Janette Avenue Windsor, Ontario N8X 1Z2	Mar. 7, 1978
00191	103	Ontario Library Association 2397A Bloor Street West Toronto, Ontario M6S 1P6	Mar. 15, 1978
00241	104	Don Mills Family of School Council - Small Schools Committee 5050 Yonge Street Willowdale, Ontario	Feb. 28, 1978
00173	105	Niagara South Board of Education 250 Thorold Road West Welland, Ontario L3C 3W3	Mar. 15, 1978
00206	106	York University Faculty of Education 4700 Keele Street Downsview, Ontario M3J 1P3	Mar. 16, 1978
00207	107	Etobicoke Board of Education 1 Civic Centre Court Etobicoke, Ontario M9C 2B3	Feb. 27, 1978
00242	108	Ontario Technical Director's Association c/o Earl Haig Secondary School 100 Princes Avenue Willowdale, Ontario M2N 3R7	Feb. 28, 1978
00243	109	Ontario Gymnastics Federation 559 Jarvis Street Toronto, Ontario	Feb. 28, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00020	110	Ontario Public School Men Teachers' Federation 1260 Bay Street Toronto, Ontario M5R 2B8	Mar. 16, 1978
00244	111	Swansea Home & School Association c/o Swansea Public School 507 Windermere Avenue Toronto, Ontario M6S 3J9	Mar. 15, 1978
00245	112	Ontario Public Alternative Schools 28 High Street Toronto, Ontario M8Y 3N8	Mar. 13, 1978
00215	113	Durham Board of Education 555 Rossland Road West Oshawa, Ontario L1J 3H3	Mar. 7, 1978
00086	114	Sault Ste. Marie R.C.S.S. Board 169 Spring Street Sault Ste. Marie, Ontario P6A 3A4	Mar. 6, 1978
00216	115	Learning Opportunities for Older People (LOOP) c/o Dr. Roby Kidd Department of Adult Education The Ontario Institute for Studies in Education 252 Bloor Street West Toronto, Ontario M5S 1V6	Mar. 16, 1978
00217	116	Mr. John A. Walker University of Toronto Department of French Toronto, Ontario M5S 1A1	Mar. 1, 1978
00218	117	Rivercrest Home and School Association c/o Rivercrest Junior School 30 Harefield Drive Rexdale, Ontario M9W 4C9	Feb. 27, 1978
00168	118	Mr. Alfred E. Bennett 130 Holborne Avenue Toronto, Ontario M4C 2R6	Feb. 28, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00219	119	Metropolitan Toronto School Board Principals Association 25 Bermondsey Road Toronto, Ontario	Feb. 27, 1978
00220	120	Women Teachers' Association of the Toronto Board of Education 155 College Street Toronto, Ontario M5T 1P6	Mar. 16, 1978
00221	121	Williamson Road Home & School Association 24 Williamson Road Toronto, Ontario M4E 1K5	Mar. 1, 1978
00222	122	Social Planning Council of Ajax-Pickering 138 Commercial Avenue Ajax, Ontario L1S 2N5	Mar. 1, 1978
00223	123	Central Technical School Teachers 725 Bathurst Street Toronto, Ontario M5S 2R5	Feb. 28, 1978
00056	124	R. H. King Collegiate Institute Home and School Association 3800 St. Clair Avenue East Scarborough, Ontario M1M 1V3	Feb. 27, 1978
00153	125	Committee for an Independent Canada 18 Norfield Crescent Rexdale, Ontario M9W 1X6	Mar. 7, 1978
00246	126	Ontario Association of Alternative and Independent Schools 1 Viewmount Avenue Toronto, Ontario M5T 1P6	Mar. 7, 1978
00224	127	Toronto Board of Education Reference Library 155 College Street Toronto, Ontario M5T 1P6	Mar. 15, 1978
00225	128	Bayview Glen Parents Liaison Group 42 Laureleaf Road Thornhill, Ontario L3T 2X7	Mar. 1, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00021	129	North York Elementary Teachers' Federation 34 Kenton Drive Willowdale, Ontario M4R 2H8	Feb. 28, 1978
00192	130	Dufferin Peel R.C.S.S. Board 100 Dundas Street West Mississauga, Ontario L5B 1H6	Feb. 28, 1978
00193	131	Ontario Science Centre Mr. John F. Fowles 770 Don Mills Road Don Mills, Ontario	Feb. 28, 1978
00226	132	Etobicoke Teachers' Association 19 Deanewood Crescent Islington, Ontario	Mar. 15, 1978
00227	133	Ontario Association for Continuing Education 8 York Street Toronto, Ontario M5J 1R2	Mar. 16, 1978
00228	134	C.U.P.E. - Ontario Division 15 Gervais Drive Toronto, Ontario	Mar. 17, 1978
00044	135	O.S.S.T.F., District #58 - Manitoulin & Manitoulin Board of Education Box 489 Little Current, Ontario POP 1KO	Mar. 7, 1978
00087	136	Mr. G. S. Soteros c/o Vicent Massey Secondary School 1800 Liberty Street Windsor, Ontario N9E 1J2	Mar. 17, 1978
00126	137	O.S.S.T.F., District #1 - Windsor 3857 Howard Avenue Windsor, Ontario N9G 1N6	Mar. 17, 1978
00194	138	Mrs. Ide Haber 135 Ranee Avenue Toronto, Ontario M6A 1N3	Mar. 17, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00057	139	U.C.A.N.O. - East P.O. Box 31 Gogama, Ontario POM 1WO	Mar. 7, 1978
00066	140	Mr. B. J. Vanden-Hazel Dean, Special Education Nipissing University College Faculty of Education Box 5002 North Bay, Ontario P1B 8L7	Mar. 9, 1978
00067	141	Nipissing District English Roman Catholic Principals and Vice Principals Association c/o Our Lady of Fatima School 60 Marshall Avenue North Bay, Ontario P1A 1R1	Mar. 9, 1978
00069	142	North Bay and District Chamber of Commerce 509 Main Street East North Bay, Ontario	Mar. 9, 1978
00051	143	O.S.S.T.F., District #25 - Renfrew County (Madawaska Valley) Madawaska Valley District High School Branch R.R. #1 Barry's Bay, Ontario KOJ 1BO	Mar. 9, 1978
00052	144	Restoule "Save the School" Committee Restoule, Ontario	Mar. 9, 1978
00070	145	O.P.S.M.T.F., and F.W.T.A.O., East Parry Sound District East Parry Sound, Ontario	Mar. 9, 1978
00053	146	Association of West Nipissing Municipalities P.O. Box 270 Sturgeon Falls, Ontario PON 2GO	Mar. 9, 1978
00071	147	West Nipissing Chamber of Commerce P.O. Box 840 Sturgeon Falls, Ontario POH 2GO	Mar. 9, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00139	148	Nipissing Board of Education - Task Force on Declining Enrolments Box 3110 North Bay, Ontario P1B 8K7	Mar. 9, 1978
00068	149	Nipissing Board of Education Box 3110 North Bay, Ontario P1B 8K7	Mar. 9, 1978
00072	150	l'A.E.F.O. (Nipissing District) 656 ouest rue Main North Bay, Ontario	Mar. 9, 1978
00054	151	O'Brien Public School - Parents for French Immersion Committee 970 Copeland Street North Bay, Ontario	Mar. 9, 1978
00073	152	F.W.A.T.O., Nipissing District 123 Whitney Avenue North Bay, Ontario	Mar. 9, 1978
00090	153	North Bay English Catholic Rate Payers Association 52 Labreche Drive North Bay, Ontario P1A 3P5	Mar. 9, 1978
00074	154	Committee to Keep St. James School Open 99 Poplar Avenue Sault Ste. Marie, Ontario P6B 2W8	Mar. 8, 1978
00252	155	Kearney Home & School Association Kearney, Ontario	Mar. 14, 1978
00174	156	Waterloo County Board of Education P.O. Box 68 Kitchener, Ontario N2G 3X5	Mar. 18, 1978
00140	157	City of Toronto Board of Education 155 College Street Toronto, Ontario M5T 1P6	Mar. 3, 1978
00075	158	Lakehead Social Planning Council 409-A George Street Thunder Bay, Ontario P7E 5Y9	Mar. 21, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00170	159	Halton Elementary Teachers' Association 2289 Fairview Street Burlington, Ontario L7R 2E3	Mar. 21, 1978
00127	160	Windsor Board of Education 451 Parks Street West Windsor, Ontario N9A 6K1	Mar. 21, 1978
00171	161	Hamilton Teachers' Federation c/o Mr. Archie Campbell Sir Isaac Brock School 130 Greenford Drive Stoney Creek, Ontario	Mar. 21, 1978
00229	162	Toronto Board Elementary Teacher Librarians Association 155 College Street Toronto, Ontario M5T 1P6	Mar. 21, 1978
00119	163	Oxford County R.C.S.S. Board Box 97 Woodstock, Ontario N4S 7W5	Mar. 21, 1978
00195	164	Mr. Howard R. Mountain and Ms. Elizabeth E. Hill c/o Elkhorn Public School 10 Elkhorn Dirve Willowdale, Ontario M2K 1J3	Mar. 21, 1978
00210	165	Ontario Teachers' Federation 1260 Bay Street Toronto, Ontario M5R 2B7	Mar. 21, 1978
00196	166	Dr. A. Bremiller Institute of Child Study Faculty of Education University of Toronto 371 Bloor Street West Toronto, Ontario M5S 2R7	Mar. 21, 1978
00076	167	Sprucedale School Parent/Teacher Association R.R. #1 Dryden, Ontario	Mar. 22, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00230	168	Mrs. C. Bilsland Supervisor Library Resources and Technology Toronto Board of Education 263 McCaul Street Toronto, Ontario M5T 1P6	Mar. 22, 1978
00231	169	Canadian Parents for French Terminal P.O. Box 8470 Ottawa, Ontario K1G 3H6	Mar. 22, 1978
00172	170	Lincoln County Board of Education 112 Oakdale Avenue St. Catharines, Ontario L2P 3J9	Mar. 22, 1978
00197	171	University of Toronto Faculty of Education - Student Teachers 2181 Avenue Road, #203 Toronto, Ontario M5M 4B8	Mar. 22, 1978
00118	172	Lambton County R.C.S.S. Board 774 London Road Sarnia, Ontario N7T 4Y1	Mar. 23, 1978
00198	173	Citizens Task Force on Community Schools 59 Carney Road Willowdale, Ontario M2M 1T3	Mar. 23, 1978
00141	174	Hamilton Board of Education 100 Main Street West Hamilton, Ontario L8N 3L1	Mar. 23, 1978
00199	175	Forest Manor Lunch & After School Programme 25 Forest Manor Road Willowdale, Ontario M2J 1M4	Mar. 23, 1978
00098	176	O.S.S.T.F., Kirkland Lake c/o Kirkland Lake Board of Education P.O. Box 910 Kirkland Lake, Ontario P2N 3J9	Mar. 10, 1978
00099	177	Kirkland Lake R.C.S.S. Board Box 910 Kirkland Lake, Ontario P2N 3J9	Mar. 10, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00100	178	Kapuskasing Board of Education Mr. B. D. Giroux 62 Devonshire Avenue Kapuskasing, Ontario P5N 1C3	Mar. 7, 1978
00077	179	Cochrane-Iroquois Falls R.C.S.S. Board Mr. R. Desmarais Box 858 Iroquois Falls, Ontario P0K 1G0	Mar. 9, 1978
00101	180	Crichton Street Public School Advisory Committee 185 Stanley Avenue Ottawa, Ontario K1M 1P2	Mar. 13, 1978
00102	181	Rockcliffe Park Public School Advisory Committee 350 Springfield Road Ottawa, Ontario	Mar. 13, 1978
00103	182	Renfrew County R.C.S.S. Board 469 Pembroke Street West Pembroke, Ontario K8A 5P1	Mar. 13, 1978
00104	183	A.E.F.O. Unité Régionale - Ottawa 24 rue Springfield Ottawa, Ontario K1M 1X1	Mar. 13, 1978
00078	184	Ottawa Association for Educational Alternatives 43 Ossington Avenue Ottawa, Ontario K1S 3B3	Mar. 13, 1978
00088	185	Ottawa R.C.S.S. Board 140 Cumberland Street Ottawa, Ontario K1N 7G9	Mar. 14, 1978
00138	186	Ottawa Board of Education 330 Gilmour Street Ottawa, Ontario K2P 0P9	Mar. 14, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00105	187	O.S.S.T.F., District #26 - Ottawa Mr. Graham Thompson c/o Ottawa Board of Education 330 Gilmour Street Ottawa, Ontario K2P 0P9	Mar. 12, 1978
00200	188	The Movement for Canadian Literacy c/o 692 Coxwell Avenue Toronto, Ontario M4C 3B6	Mar. 28, 1978
00142	189	Halton Board of Education Box 5005 Burlington, Ontario L7R 3Z2	Mar. 28, 1978
00106	190	Victoria School Community School Association c/o Victoria and Annex Public School 143 Union Street Kingston, Ontario K7L 2P3	Mar. 15, 1978
00107	191	O.S.S.T.F., District #18 - Peterborough c/o Adam Scott Collegiate Hilliard & Langdon Streets Peterborough, Ontario K9H 5R6	Mar. 15, 1978
00108	192	Frontenac County Board of Education Postal Bag 610 Kingston, Ontario K7L 4X4	Mar. 15, 1978
00109	193	Ms. Margaret Knapp 229 Barrie Street Kingston, Ontario	Mar. 13, 1978
00110	194	O.S.S.T.F., District #20 - Frontenac County QECVI, 145 Kirkpatrick Street Kingston, Ontario K7K 2P4	Mar. 15, 1978
00111	195	Frontenac County S.O.S. (Save Our Schools) 22 Lakeshore Boulevard Kingston, Ontario	Mar. 15, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00112	196	Leeds and Grenville County Board of Education Shopping Centre, 401 and 29 Highways Brockville, Ontario K6V 4W4	Mar. 15, 1978
00039	197	Ministry of Colleges and Universities Mowat Block Queen's Park Toronto, Ontario	Mar. 30, 1978
00201	198	Mr. Harold Koehler Trustee, Ward 9 North York Board of Education 5050 Yonge Street Willowdale, Ontario M2N 5N8	Mar. 30, 1978
00113	199	Simcoe County R.C.S.S. Board 99 Ferris Lane Barrie, Ontario L4M 2Y2	Mar. 28, 1978
00114	200	O.P.S.M.T.F., Simcoe District 91 Wellington Street East Barrie, Ontario L4M 2C6	Mar. 14, 1978
00115	201	Simcoe County Board of Education 99 Ferris Lane Barrie, Ontario L4M 2Y2	Mar. 15, 1978
00116	202	Simcoe County Elementary Principals' Association c/o Angus & Coulson Street Annex Public School Angus, Ontario L0M 1B0	Mar. 17, 1978
00202	203	Ontario Federation of Labour 15 Gervais Drive Don Mills, Ontario M3C 1Y8	Mar. 31, 1978
00232	204	Canadian National Institute for the Blind 1929 Bayview Avenue Toronto, Ontario M4G 3E8	Mar. 31, 1978
00143	205	Mrs. Marjori Baskin Trustee - Hamilton Board of Education 50 Sanders Blvd. Hamilton, Ontario	Mar. 31, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00144	206	Lincoln County R.C.S.S. Board 80 Grantham Avenue St. Catharines, Ontario L2P 3H1	Mar. 31, 1978
00167	207	Council of Ontario Universities 130 St. George Street Suite 8039 Toronto, Ontario M5S 2T4	Feb. 24, 1978
00233	208	Committee for an Independent Canada - Peterborough Chapter 1191 Trentway Vista Peterborough, Ontario	Apr. 3, 1978
00166	209	Independent Group of Teachers Mr. R. Davis Stephen Leacock Collegiate 2450 Birchmount Road Agincourt, Ontario M1T 2M5	Apr. 3, 1978
00203	210	Ontario Association for the Mentally Retarded 1376 Bayview Avenue Room 200 Toronto, Ontario M4G 3A3	Apr. 3, 1978
00018	211	Hamilton Citizen's Educational Advisory Committee c/o Mrs. Gayle Spohn 142 Darlington Drive Hamilton, Ontario	Apr. 3, 1978
00154	212	Canadian Book Publishers Council and Association of Canadian Publishers 45 Charles Street East Suite 701 Toronto, Ontario M4Y 1S2	Apr. 3, 1978
00155	213	Dr. Henry Hedges Niagara Field Centre - OISE Connaught/Odyssey Public School 28 Prince Street St. Catharines, Ontario L2R 3X7	Apr. 4, 1978
00156	214	Ontario Federation of Students 696 Yonge Street Suite 402 Toronto, Ontario M4Y 2A7	Apr. 4, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00019	215	Ontario Separate School Trustees Association 45 Sheppard Avenue East Suite 305 Willowdale, Ontario M2N 5W9	Apr. 4, 1978
00247	216	Ontario Catholic Supervisory Officers' Association c/o Hamilton Wentworth R.C.S.S. Board 90 Mulberry Street Hamilton, Ontario L8N 3R9	Apr. 5, 1978
00158	217	Glen Avon Home and School Association and the Avondale Community Association c/o 5050 Yonge Street Willowdale, Ontario M2N 5N8	Apr. 5, 1978
00157	218	Mr. Alex Chumak Trustee, Ward 1 Toronto Board of Education 111 Indian Road Crescent Toronto, Ontario M6P 2G4	Apr. 5, 1978
00248	219	Ontario English Catholic Teachers' Association 1260 Bay Street Toronto, Ontario M5R 2B4	Apr. 7, 1978
00169	220	Mr. John Fraser Peel County Board of Education 73 King Street West Mississauga, Ontario L5B 1H5	Apr. 7, 1978
00159	221	Ms. Ruth Nishri 20 Eastabrook, #602 Willowdale, Ontario	Apr. 6, 1978
00160	222	Elgin County R.C.S.S. Board 21 Parish Street St. Thomas, Ontario N5R 4W7	Mar. 28, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00117	223	Group of Separate School Parents (London and Middlesex County) 784 Riverside Drive London, Ontario N6H 2S4	Mar. 28, 1978
00137	224	London and Middlesex County R.C.S.S. Board 401 Queen's Avenue London, Ontario N6A 4X5	Mar. 29, 1978
00001	225	Le Comité Consultalif de Langue Francais Conseil d'education comté Lincoln c/o 112 Oakdale Avenue St. Catharines, Ontario L2P 3J9	Apr. 10, 1978
00145	226	Hamilton-Wentworth R.C.S.S. Board Box 2012 Hamilton, Ontario L8N 3R9	Apr. 3, 1978
00146	227	Durand Neighbourhood Association Inc. c/o City Clerk City Hall Hamilton, Ontario	Apr. 4, 1978
00002	228	Ms. Nancy Ballanger 550 Annette Street Toronto, Ontario M6S 2C2	Apr. 10, 1978
00147	229	Provincial Council of Women of Ontario 4 Turner Avenue Hamilton, Ontario L8P 3K5	Apr. 4, 1978
00148	230	O.S.S.T.F., District #15 - Toronto c/o Toronto Board of Education 155 College Street Toronto, Ontario M5T 1P6	Apr. 10, 1978
00152	231	East York Board of Education 840 Coxwell Avenue Toronto, Ontario M4C 2V3	Apr. 10, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00254	232	Ms. Patricia Cooke and Ms. Pamela Macdonald 241 Manor Avenue Ottawa, Ontario	Apr. 5, 1978
00149	233	Brant County Board of Education 349 Erie Avenue Brantford, Ontario N3S 2N7	Apr. 4, 1978
00150	234	Grey County Board of Education Box 100 Markdale, Ontario NOC 1HO	Apr. 4, 1978
00161	235	Toronto Teachers' Federation 20 Brant Street Toronto, Ontario M5V 2M1	Apr. 5, 1978
00164	236	Women's Heads Physical & Health Education (Toronto Secondary Schools) c/o Ms. Emily Morino, Department Head Riverdale Collegiate Institute 1094 Gerrard Street East Toronto, Ontario M4M 2A1	Apr. 5, 1978
00162	237	Mr. N. Nicholas Grey County Board of Education Box 100 Markdale, Ontario NOC 1HO	Apr. 7, 1978
00163	238	Ontario Progressive Conservative Youth Association 180 Dundas Street West Suite 301 Toronto, Ontario M5G 1Z8	Apr. 10, 1978
00165	239	Ontario Advisory Council on Senior Citizens c/o Mr. D. MacGillivray 801 Bay Street, 3rd Floor Toronto, Ontario M5S 1Z1	Apr. 10, 1978
00014	240	Mr. W. A. Galster 18 Ravencliff Crescent Agincourt, Ontario	Apr. 10, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00255	241	Briarcrest Home and School Association 10 Ashfield Drive Etobicoke, Ontario M9C 4T6	Apr. 10, 1978
00151	242	Glenorchy Residents Association Ms. Beverley Salmon P.O. Box 71 Don Mills, Ontario M3C 2E8	Apr. 12, 1978
00003	243	Metropolitan Separate School Board 146-150 Laird Drive Toronto, Ontario M4G 3V8	Apr. 11, 1978
00013	244	Humber Heights Home & School Association 9 Dixon Road Weston, Ontario M9P 2K9	Apr. 11, 1978
00234	245	Green Meadows Advisory Committee 15 Woodpark Road Weston, Ontario M9P 1L9	Apr. 12, 1978
00017	246	Association canadienne-francaise de l'Ontario Ms. Giselle Richer 260 Dalhousie Suite 204 Ottawa, Ontario K1N 7E4	Apr. 12, 1978
00214	247	Federation of Provincial Schools Authority Teachers 80 Bloor Street West Toronto, Ontario M5S 2V1	Apr. 13, 1978
00209	248	Mrs. Terry Desjardins 275 Ferncrest Road Woodstock, Ontario	Apr. 13, 1978
00208	249	North York Board of Education 5050 Yonge Street Willowdale, Ontario M2N 5N8	Apr. 13, 1978
00212	250	Glenview Senior School Concerned Teachers 401 Rosewell Avenue Toronto, Ontario M4R 2B5	Apr. 14, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00213	251	Mrs. Brigitte Pidduck 360 Queen Street Woodstock, Ontario	Apr. 13, 1978
00249	252	Wentworth County Board of Education 1039 Upper James Street Hamilton, Ontario L9C 3A7	Apr. 21, 1978
00250	253	Sudbury District Separate School Principals Association c/o Sudbury R.C.S.S. Board 201 Joques Street Sudbury, Ontario P3C 5L7	Apr. 21, 1978
00265	254	Dr. W. B. Dunphy and Dean J. C. Ricker University of St. Michael's College and University of Toronto 371 Bloor Street West Toronto, Ontario M5S 2R7	Apr. 24, 1978
00259	255	Mr. D. R. Ferguson 15 Dickson Street Ottawa, Ontario	Apr. 27, 1978
00256	256	Mme. Jeanne Pharand P.O. Box 61 Belle River, Ontario	Apr. 26, 1978
00253	257	Ontario Recreation Society 8 York Street, 2nd Floor Toronto, Ontario M5J 1R2	May 1, 1978
00257	258	Association of Large School Boards in Ontario 1 Civic Centre Etobicoke, Ontario M9C 2B3	May 10, 1978
00260	259	Mr. Jim M. Jackson Humber Studies Division Humber College of Applied Arts & Technology 205 Humber College Boulevard Rexdale, Ontario M9W 5L7	Apr. 28, 1978

ONTERIS Code #	Brief No.	From	Date Submitted
00261	260	Dr. S. G. Mohanty 21 Skyline Drive Dundas, Ontario	May 4, 1978
00262	261	Mr. Albert S. Dukacz 954 Maitland Street London, Ontario N5Y 2X4	May 19, 1978
00263	262	Mr. Donald A. Sullivan 406 Scarsdale Crescent Oakville, Ontario L6L 3W7	May 24, 1978
00264	263	Dr. J. R. Bruce Cassie and Associate OISE Niagara Centre Connaught Public School 28 Prince Street St. Catharines, Ontario L2R 3X7	June 2, 1978
00266	264	Denlow Home and School Association Mrs. Kitty Tepperman Denlow Public School 50 Denlow Boulevard Don Mills, Ontario M3B 1P6	May 23, 1978
00267	265	Mrs. Margaret Procter 111 Wyndcliff Crescent Toronto, Ontario M4A 2J9	May 30, 1978
00258	266	Ontario Federation of Home and School Association 252 Bloor Street West 7th Floor Toronto, Ontario M5S 1V6	June 19, 1978
00030	267	Mrs. Barbara M. Vincent 118 Marion Street Dorchester, Ontario NOL 1GO	June 23, 1978

APPENDIX B

YORK UNIVERSITY

FACULTY OF EDUCATION

Graduates From Teacher Education Programmes At York:

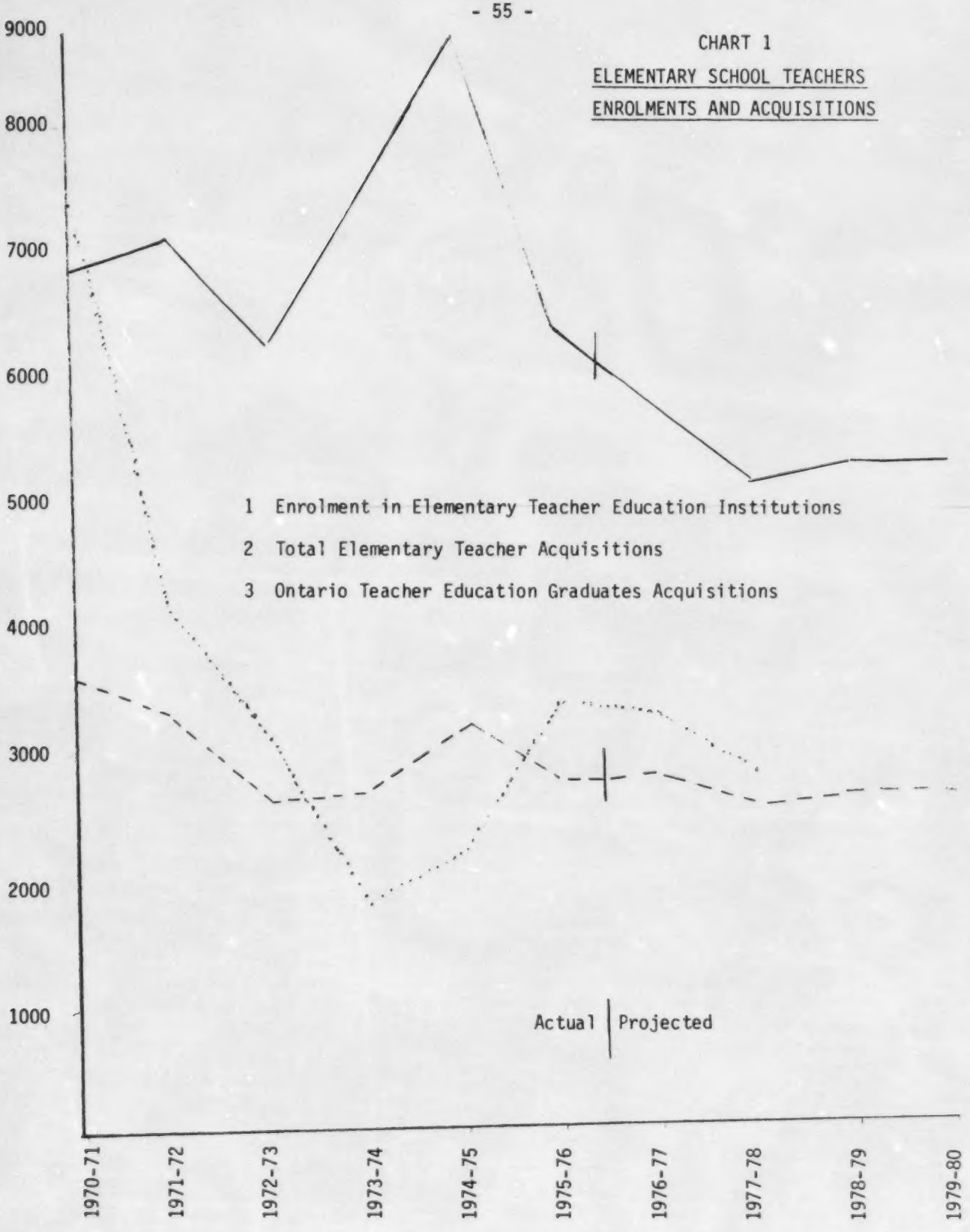
A. Preservice (B.Ed.) B. Inservice (EDEXS)

	1973-74	1974-75	1975-76	1976-77
A. Preservice (B.Ed.)				
a. Elementary		11	55	86
b. Secondary		5	24	29
TOTAL		16	79	115
B. Inservice (EDEXS)				
1. Part-time				
a. Summer Part I	100	213	114	83
Part II	85	66	91	108
Part III		110	92	107
Part IV			26	20
Sub-total	185	389	323	318
b. Fall/Winter Part I			127	72
Part II				43
Part III				
Part IV			71	63
Sub-total			198	178
TOTAL	185	389	521	496
2. Full-time				
Parts I, II, III and IV			20	11

CHART 1

ELEMENTARY SCHOOL TEACHERS

ENROLMENTS AND ACQUISITIONS



APPENDIX C

TABLE 1

ELEMENTARY SCHOOL TEACHERS
ENROLMENTS AND ACQUISITIONS

	Enrolment in Elementary Teacher Education Institutions	Total Elementary Teacher Acquisitions	Ontario Teacher Education Graduates Acquisitions	%
1970-71	7571	6835	3616	52.9
1971-72	4196	7079	3306	46.7
1972-73	3139	6208	2622	42.2
1973-74	1780	7423	2696	36.3
1974-75	2229	8630	3197	37.0
1975-76	3363	6337	2753	43.4
1976-77	3267	5693*	2800*	49.2
1977-78	2783	5100*	2550*	50.0
1978-79		5244*	2622*	50.0
1979-80		5230*	2615*	50.0

*Projected
(Projection of Enrollment and Teacher Supply, Cicely Watson et al, OISE, 1977)

CHART 2

SECONDARY SCHOOL TEACHERS
ENROLMENTS AND ACQUISITIONS

1 Enrolment in Secondary Teacher Education Institutions

2 Total Secondary Teacher Acquisitions

3 Ontario Teacher Education Graduates Acquisitions

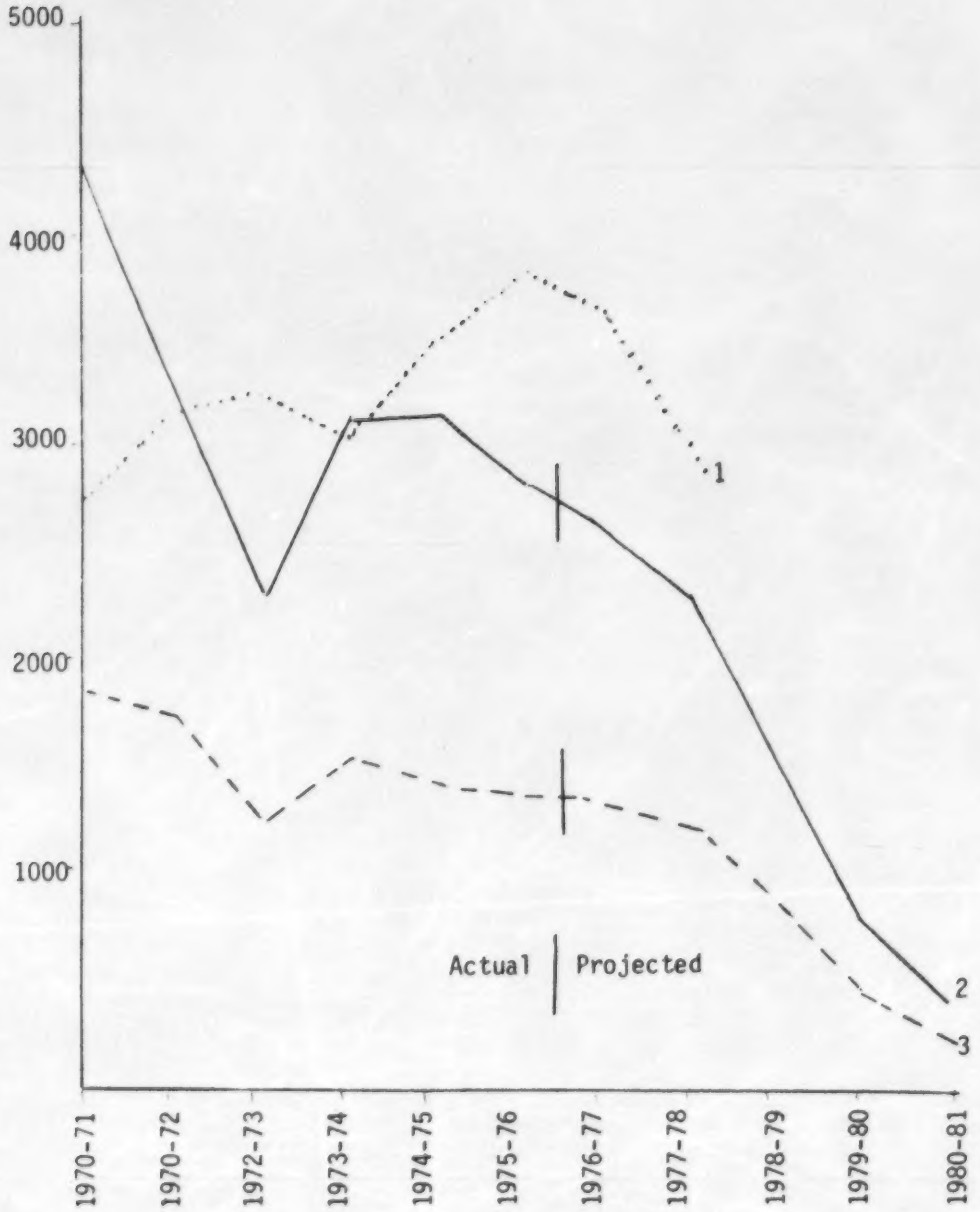


TABLE 2

SECONDARY SCHOOL TEACHERS
ENROLMENTS AND ACQUISITIONS

	Enrolment in Secondary Teacher Education Institutions	Total Secondary Teacher Acquisitions	Ontario Teacher Education Graduates Acquisitions	%
1970-71	2790	4214	1852	44.0
1971-72	3133	3353	1744	52.0
1972-73	3246	2300	1252	54.4
1973-74	3036	3123	1530	49.0
1974-75	3512	3150	1425	45.2
1975-76	3799	2851	1397	49.0
1976-77	3639	2613*	1348*	51.6
1977-78	2976	2307*	1230*	53.3
1978-79		1543*	880*	57.0
1979-80		779*	460*	59.0
1980-81		402*	241*	60.0

*Projected
(Projection of Enrollment and Teacher Supply, Cicely Watson et al, OISE, 1977)

APPENDIX D

RECOMMENDATIONS*

That school boards be urged not to increase pupil-teacher ratio at a time of declining enrolment.

That the principle of seniority be the determining factor in retention of teachers when any teachers are to be dismissed because of redundancy.

That transfers of teachers and administrators within school systems be easily available and encouraged.

That assignment of personnel and workload be done in the most humane way possible, and in full consultation with the staff.

That teacher exchange, without loss of benefits, be made possible within Ontario.

That school boards make job sharing and/or half-time employment opportunities available to teachers who prefer not to work full-time, with protection of their contracts and benefits and with first opportunity to work full-time when they wish.

That school boards offer extended maternity leave (up to two years) to teachers who request it.

That school boards make available leaves of absence of up to two years for a wide range of purposes.

That leaves of any sort (sabbatical or maternity leave, leave of absence) be included in calculation of experience for seniority purposes.

That in the event of dismissal of teachers because of redundancy, letters of dismissal explain that the teachers are being let go because of redundancy and not incompetence.

That school boards be encouraged to discontinue the practice of "twinning" or "clustering" of schools.

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*Federation of Women Teachers' Associations of Ontario, "Brief to the Commission on Declining Enrolment," February, 1978.

That school boards be encouraged to make term appointments (three to five years) to all positions of added responsibility in the school system in order to provide opportunities for leadership experience, to provide a variety of leadership in the system and in order to keep administrators in touch with the classroom.

That enrolment in teacher education should be strictly limited to forty per cent over the number of new teachers that the provincial government predicts that it will need each year.

That the Ministry of Education and school boards provide for teachers financial and programme opportunities for special training in the teaching of oral French to English-speaking students, special education and other subject areas in which there is a particular need.

That reduction of class size in elementary schools be a high priority of the Ministry of Education and school boards in the next decade.

That the Ministry of Education be encouraged to provide more funding for special education and that school boards be urged to provide special education programmes for all children who require them, without an increase in regular class size.

That the Ministry of Education be encouraged to provide more funding for teaching English as a second language and that school boards be encouraged to provide for classes in English as a second language for all students who need them, without an increase in regular class size.

That the Ministry of Education and the school boards take advantage of the surplus of teachers created by declining enrolment to improve access to early diagnosis and treatment of learning disabilities, to provide better opportunities for the under-privileged and the handicapped and to extend the teaching of art, music and physical education.

That "Factor 90" for calculating teachers' pensions from the Teachers' Superannuation Fund be reduced to "Factor 85."

That reductions in service pensions from the Teachers' Superannuation Fund be based on "Factor 85" where beneficial to the teacher.

That pensions from the Teachers' Superannuation Fund be based on the best five years of salary.

That teachers who were required to terminate employment because of marriage

(1) be permitted to make direct payment for up to two years, or

(2) be granted one half year credit for first year of absence because of marriage; and two months for each year thereafter to a maximum of two years of service credit.

That the opportunity for direct payment to the Teachers' Superannuation Fund because of absence for pregnancy or adoption be

(1) expanded to one year for each pregnancy or adoption; and

(2) for a temporary period, ending August 31, 1984 not be based on the actuarial cost for those who failed to make the direct payment within the stipulated time limits.

That for a temporary period ending August 31, 1984 teachers who teach half-time or more in a school year receive a full year of credit for the purposes of superannuation.

That the provincial government provide special grants to school boards to offer a final year salary bonus for teachers who retire early.

That school boards be urged to develop early retirement programmes that allow a gradual move into total retirement.

That school boards provide retirement gratuities.

That school boards be urged to establish policies forbidding discriminatory hiring practices within their jurisdictions, and we further recommend that school boards be warned agains any form of discriminatory hiring practices, and that significant financial penalties be the result of proven discrimination.

That all school boards be urged to establish affirmative action programmes so that the right of women to teaching positions and promotions not be forgotten in the midst of new crises.

That the Commission support in the strongest terms the right of women, married as well as single, to hold teaching positions and positions of added responsibility within the school system.

That the Ministry of Education be urged to take a public stand against any form of discrimination against women in the schools.

That where stimulation in an area such as pupil-teacher ratio is needed, a stimulation technique be used, whether tied to the weighted pupil concept or by some other means.

That the pupil-teacher ratio at the elementary level be reduced by 0.5 each year beginning in 1978, with the reduction to continue each year until at least 1986.

That in view of its relatively favoured position, Ontario assume a lighthouse role in education in coping with some of the problems of declining enrolment, such as, reduced pupil-teacher ratio, subsidies for small schools, stimulation grants to cover the administrative costs for leaves and teacher exchange plans, teacher centres for training and retraining in such areas as a second language, special education and alternative teaching methods.

That every effort be made to retain the school in the community and that, where necessary, subsidies be made available to ensure that the students' programme does not suffer.

That the Ontario grant formula include a method of reducing the impact of declining enrolment such as slip-year financing, base-year financing or per pupil grant after a certain level of decline.

That a financial incentive based on the number of teachers involved be made available to school boards to assist with administrative costs incurred in granting leaves of absence and voluntary part-time employment.